



Honiton School Development Plan 2019-2020.

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1. To improve Pupil Outcomes/Results.
2. Improve the quality of teaching so that pupils make the best progress possible.
3. Ensure we offer a rich, engaging and inspiring curriculum demonstrating comprehensive coverage.
4. Further develop leadership capacity, impact across the school through distributed senior leadership / subject leader role and beyond.
5. To further develop strategic governance.

1) To improve Pupil Outcomes/Results.

Continue to improve pupil outcomes in key areas of reading, writing, maths and EGPS (ELG) at all key stages: Foundation, KS1 and KS2.

All year groups in a wide range of subjects including in English and Mathematics current pupils make consistently good or better progress developing secure knowledge understanding and skills considering their different starting points.

Improve progress and attainment in maths across the school to at least in line with national.

Improve progress and attainment in reading across the school to at least in line with national.

Improve progress and attainment in writing across the school to at least in line with national.

Retain progress and attainment in GPS across the school to remain above national.

Improve progress and attainment in Phonics across Years 1 and 2, including retakes.

Improve the RWM combined figure to at least national for the school.

Higher proportions of high attainers achieve 'greater depth' in reading, writing and maths than in 2019

Identified middle prior attainers achieve 'greater depth' in reading, writing or maths

Identified gender gaps have closed in each cohort during the school year

Identified disadvantaged gaps have closed in each cohort during the school year

SEND/ PP pupils secure good or better in-year progress in line with targets

All pupils secure good or better in-year progress in line with targets set

2) Improve the quality of teaching so that pupils make the best progress possible. 'How we teach' – the 'craft'

All Quality first, Wave One teaching to be 'at least good' with a significant proportion of 'Outstanding' episodes evident. Teachers will have opportunities to work in pairs and triads engaged in lesson study activities, self-reflection and **tailored professional development.** Input from **skilled practitioners both internal and external.**

All teaching of Phonics to be **rigorous** and based upon the **Letters and Sounds structure.** Clear **leadership, assessment and recording** visible. DfE Hub network supporting here.

Provide regular and varied opportunities for pupils to respond to the oral and written guidance they receive from teachers, consequently **making the required improvement** in their subsequent work, thus **demonstrating good or better progress.**



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Frequently check pupils' understanding during lessons so they can be moved on to more challenging work and quicken their progress . Incisive use of verbal feedback (VF)
Deeper learning opportunities will be provided by children self-selecting activities , particularly in maths, having to clearly assess the difficulty of the work for themselves rather than always being presented with labelled, differentiated work.
Home learning activities will predominantly be 'pre-learning' where possible, using the website more to support access to materials.
Adults understanding the needs of each vulnerable pupil and consistently demonstrate the skills to remove barriers to learning and participation.
Providing challenging learning opportunities for More Able and Talented children in classes.
Providing opportunities for More Able and Talented children across the LLC to access a range of challenging and motivating activities.

3) Ensure we offer a rich, engaging and inspiring curriculum demonstrating comprehensive coverage.
Provide regular and progressive opportunities for learning through the Cornerstone Curriculum , in support of the National Curriculum expectations.
Ensure and monitor Full Coverage of the National Curriculum within our wider curriculum.
Ensure that curriculum planning for Self-Organised Learning Environment (S.O.L.E.) secures full coverage of the curriculum and provides opportunities to embed reading, writing, communication and, where appropriate, mathematics skills across the curriculum.
Ensure that pupils have opportunity to learn about fundamental British Values , in line with expectations, supplementing the Rights Respecting work.
Ensure that aspects of PSHE, keeping safe, safeguarding, PRE, Prevent, CSE, online safety bullying and risk assessment are secure features of our taught curriculum
Subject leaders to ensure that subject content is introduced progressively and constantly demands more of pupils. This is to include sub-elements such as Spelling/Grammar/Times tables.
Focus on achieving the highest quality outcomes in SOLE , ensuring that the recording of and reflecting on learning represents the high quality learning taking place.
Develop the skills and understanding of Journaling in SOLE, providing opportunities to reflect on and revisit learning, securing deeper learning with reference to 'the forgetting curve'.

4) Further develop leadership capacity, impact across the school through distributed senior leadership / subject leader role and beyond.
Leaders set high expectations of all pupils and staff, are ambitious for all pupils and promote improvement effectively.
Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the schools work.
Provide support, direction, robust and tailored CPD opportunities and clear expectations for senior leaders, subject leaders and UPS teachers
Make best and incisive use of the appraisal process to maximise efficiency and improve the quality of teaching and learning through encouraging, challenging and supporting teachers' improvement.
Ensure subject leaders have clear responsibilities and accountabilities, which are monitored through the year.
Senior and Subject leaders support teachers in demonstrating deep knowledge and understanding of the subjects they teach and ensure that content is introduced progressively and that it constantly demands more of pupils.
Ensure UPS teachers have clear responsibilities and accountabilities, which are monitored through the year. UPS impact sheets to be upheld.
Leaders at all levels will look to high quality, successful examples of practice within and beyond school to identify and implement actions for improvement.
Extend systems for collection of the views of parents, staff and children (through school council and pupil conferencing) in order to better inform evaluation and improvement planning.
Provide structured and supported opportunities for senior/middle leaders to monitor finance in line with DCC support. Impact of money spent will be reported to relevant governing body committee.



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5. To further develop strategic governance.

Work effectively with senior leaders to communicate the vision, ethos and strategic direction of the school to develop a culture of ambition. They set high expectations for all staff and pupils.

The governors have a clear understanding of the strengths and areas for development. They have an accurate and comprehensive understanding of the quality of education. They understand the impact of teaching, learning and assessment on the progress of pupils currently in the school. This helps them to plan, monitor and refine actions to improve all key aspects of the schools work.

Ensure Governor **data** visits are calendared and **contain elements of challenge and robust questioning** whilst **developing the supportive aspects of the role to empower leaders at different levels** to undertake their duties with measurable impact.

Ensure Governor **curriculum** visits are calendared and **contain elements of challenge and robust questioning** whilst **developing the supportive aspects of the role to empower leaders at different levels** to undertake their duties with measurable impact.

Ensure that the structure for 2019-2020 enables **full coverage of the annual governor business** through timely reporting, accurate recording and internal monitoring.

Governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.

Look to develop use of **The Governor Mark** as a template for improvement and direction?

Governors will performance manage the head teacher rigorously.